

## September/October

### SEAL Programme - New Beginnings - Belonging to a group

Things you can do to help your child are in blue

#### Personal, social & emotional development

- Induction programme. The children learn about themselves, get to know staff and other children, learn the routines, where things are, how to use/tidy equipment. We support the children with becoming more independent.
- The children learn that they are part of a group. Each group holds hands in a circle and chants at the end of group-time...."We are the children of the \_\_\_\_\_ group, we come to Cippenham Nursery every day, we are special and we are clever, hip, hip, hip, hooray". Followed by our Mission Statement.... And we are..... "Happy to be here, to play, learn, care, share and be ourselves"
- Encourage your child to say 'Good morning' or 'Good afternoon' to greet staff.
- Ask your child how they think others might feel and model how to be kind and caring.
- Explain how important it is to approach an adult for help or comfort, especially after an accident.
- Encourage your child to do things for themselves and to help you with chores at home.
- Demonstrate for your child, how to share/tidy up
- Ask your child to talk to you about 'Things I like' and 'Things I don't like'
- We celebrate the children's work and achievements, to build self-esteem and encourage trying new things.
- Please note that the use of mobile phones is not permitted in the nursery. At the end of the session please greet your child, ask about their day and give them praise and encouragement.

#### Physical Development

- Sessions with our football coach, developing skills and team-work
- Using balls, hoops, bean-bags, riding wheeled toys, using the climbing frame and slide.
- Learning to use scissors, giant tweezers, dough-tools, tape dispensers and glue spreaders
- Threading activities
- Large mark-making e.g. outdoor writing slopes, painting with water, chalking outdoors.
- Writing patterns through dancing with ribbons.
- Brain gym activities
- Enjoy physical activities as a family. Play ball games, play chase, swim or cycle. Visit different playgrounds.
- Make some cooked playdough to knead and use rolling pins and cutters with
- Punch holes in old cards for threading wool through. Tape to the card and add tape around the other end to make it easier to thread. Thread pasta. This will help strengthen fingers, ready for writing.

#### Communication and Language

- Learning each other's names and Makaton signs
- Learning chants, songs and rhymes.
- Learning to choose, complete and put away a puzzle
- Activities to develop listening skills e.g. making shakers or sound walks
- Sharing news
- Choosing own work to add to home/school folders. Asking "Why?" they chose that picture.
- Share your child's experiences by listening to them as they tell you about Nursery
- Share family meals together
- Show your child their e-profile and e-mail a feedback response to staff.
- Encourage your child to tell us about special events or milestones they have reached.
- Bring in pictures, notes or pamphlets, which you can add to their home/school folder to re-visit and share with staff and friends

## Literacy

- Listening walks. Exploring and identifying environmental and instrumental sounds
- Becoming familiar with the initial sounds of their own and others names, their group names, as well as the initial sounds for the days of the week.
- Some children start nursery, already writing their name. We encourage all the children to label their own work. This may be free mark-making, only meaningful to the child at first. When confident, they will attempt just the initial letter to begin with, using their name-cards as a prompt. Staff will model writing for the children.
- Opportunities to find letters e.g. hidden in sand or water
- Traditional stories about 3 (pigs, bears and billy-goats)
- Story - Dear Zoo Using signs for story-telling to accelerate language development. We provide props for the children to role-play the stories independently and introduce 'Story Mapping'
- Letters & sounds - Pointing out the initial letter sounds of, own names or key words.
- Identify environmental/instrumental sounds with your child. Until they can do this confidently, it will be difficult for them to isolate initial sounds accurately.
- Encourage your child to find their own name card at Nursery. Point out other words with the same initial sound. "Look 'S' (short hiss) for Sam and 'S' for Sainsbury's
- Join the Library and make sharing stories part of your bedtime routine.
- Give your child lots of opportunities to draw.
- Let your child watch you write cards for birthdays or celebrations and encourage them to add their own marks. This shows them that writing has a purpose.

## Maths

- Shape hunts. Naming 2D shapes and learning their attributes.
- Shape sorting and threading
- Making pictures and building with shapes
- Shape songs
- Using Numicon to understand what number labels represent.
- Opportunities for finding numbers and counting e.g. in sand or water-play
- Stories about 3
- Number Rhymes e.g. 3 Jelly Fish, Here is the beehive (5 bees)
- Look out for shapes/patterns/numbers in the environment.
- Build and balance with blocks together
- Use every opportunity for counting. How many steps, how many sweets etc
- Let your child count out what they need to help to lay the table
- Sorting activities....tidying up is sorting too!

## Understanding the World

- Investigating various construction materials
- Exploring dough, sand, water and other interesting materials
- Visits to the wild-life area
- Observing mini-beasts and fish in the pond.
- Using Interactive White Boards to draw, use the internet or celebrate achievements as a group
- Using Hudl's or i-pads for 'In the moment' research with an adult.
- Bring in a copy of a family photo to add to your child's 'Home/school' folder. Remind them of people's names and what relation they are, so they can tell the staff.
- Role-play with your child, so they can make pretend meals and act out events in family life.
- Join in with/model small world play (cars/zoo/farm etc) with your child, to extend their language and understanding, as well as develop their imagination.

- Talk about similarities and differences between friends and family, so they can begin to understand what connects them to or distinguishes them from others.
- Encourage close observation and point out details of objects, animals etc
- Try to limit the use of screens (TV, mob, computer, tablets etc) to as little as possible.

### **Expressive Arts and Design**

- Learning to make choices and use the self-service area to explore paint, collage & junk modelling.
- Learning how to use paint brushes, objects for shape/line printing, PVA and glue-sticks
- Looking at famous portraits and making self portraits
- Looking at Artist's work, around the themes of shape/line
- Exploring musical instruments
- Learning to use the home-corner and role-play areas. We usually start off with a shop and then try to follow the children's interests.
- Encourage your children to role-play. Playing at families and everyday life, enables them to imagine being someone else and imagine how others feel. Ask them to make pretend cups of tea, make meals, look after a doll baby. They can help you with household chores.
- Let your child look in a mirror to notice/talk about the details of their features.
- Make your own pictures alongside your child, rather than making their pictures for them.
- Listen and dance, to a variety of music together.
- Sing and clap along to songs together.